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**1993**  
**AMENDMENTS**  
**to the**  
**Program of Studies: Elementary Schools**

1. Replace old front-end pages i to xvi with new front-end pages i to xv.
2. LANGUAGE LEARNING: Replace French as a Second Language sections B. C. and D.  
Replace Blackfoot Language and Culture Program D.1.  
Replace Cree Language and Culture Program D.1.
3. MATHEMATICS: Replace Mathematics D.1.
4. SOCIAL STUDIES: Replace Social Studies D.3–D.4.



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# PROGRAM *of* STUDIES

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## *Elementary Schools*

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This Program of Studies is issued under the authority of the Minister of Education pursuant to Section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended by the *School Amendment Act*, 1990, consolidated July 12, 1990, with amendments in force September 1, 1990.

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# PROGRAM OF STUDIES: ELEMENTARY SCHOOLS

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★ Program information only.





# INTRODUCTION

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The *Program of Studies: Elementary Schools* is primarily a description of the expectations for student learning through the levels of elementary education. The content of the program of studies is focused on what students are expected to know and be able to do across all the subject areas of the elementary program.

Though the program is described in separate subject areas, there are many connections across the subject areas of the curriculum. Integrating across content areas and providing ways for students to make connections enhances student learning. Thus, students continue to see the world as a connected whole rather than separate subjects or isolated bits.

The program of studies is also organized into grade levels. The grade levels form a continuum that is designed to describe the developmental sequence and learning pace of the majority of children. However, within any group of children, there is a range of individual differences. Some children may progress quickly from grade level to grade level of the curriculum. Others may require more time. As well, students may progress at different rates in different subject areas. Flexibility in planning for individual students within the group will be needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet the needs of the students. Teacher resource manuals, curriculum guides, monographs and other support materials are designed to assist teachers and school systems in interpreting and implementing the program of studies.

# GOALS OF EDUCATION FOR ALBERTA

## INTRODUCTION

The following statements of goals direct education in Alberta's schools. These goals are the basis from which specific learner expectations for various subjects and grade levels are developed. They also provide an important foundation for school and classroom planning.

Planning of learning activities, and the selection of learning resources, should be based not only on the specific learner expectations listed in the programs of study, but also on the larger intent of those programs, as reflected in the goals. Local approaches used in delivering the program are critical to achievement of these goals adopted for Alberta by order of the Minister, pursuant to section 25(1)(f) of the *School Act*.

## GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations

- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

## GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each

- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

## DESIRABLE PERSONAL CHARACTERISTICS

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

### ETHICAL/MORAL CHARACTERISTICS

Respectful	- has respect for the opinions and rights of others, and for property.
Responsible	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	- behaves in an open, consistent and equitable manner.
Tolerant	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	- is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	- is generous, compassionate, understanding, considerate.
Forgiving	- is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	- is dependable, faithful; devoted to friends, family and country.



## INTELLECTUAL CHARACTERISTICS

- |                        |   |
|------------------------|---|
| Open-minded            | - delays judgments until evidence is considered, and listens to other points of view.                     |
| Thinks critically      | - analyzes the pros and cons; explores for and considers alternatives before reaching a decision.         |
| Intellectually curious | - is inquisitive, inventive, self-initiated; searches for knowledge.                                      |
| Creative               | - expresses self in an original but constructive manner; seeks new solutions to problems and issues.      |
| Pursues excellence     | - has internalized the need for doing his or her best in every field of endeavour.                        |
| Appreciative           | - recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings. |

## SOCIAL/PERSONAL CHARACTERISTICS

- |  |   |
|--|---|
| Cooperative                            | - works with others to achieve common aims.   |
| Accepting                              | - is willing to accept others as equals.  |
| Conserving                             | - behaves responsibly toward the environment and the resources therein.                                   |
| Industrious                            | - applies self diligently, without supervision.   |
| Possesses a strong sense of self-worth | - is confident and self-reliant; believes in own ability and worth.                                       |
| Persevering                            | - pursues goals in spite of obstacles.  |
| Prompt                                 | - is punctual; completes assigned tasks on time.  |
| Neat                                   | - organizes work in an orderly manner; pays attention to personal appearance.                             |
| Attentive                              | - is alert and observant; listens carefully.  |
| Unselfish                              | - is charitable, dedicated to humanitarian principles.  |
| Mentally and physically fit            | - possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health. |

## GOALS OF ELEMENTARY EDUCATION

The elementary school program makes a unique contribution toward achieving the overall aim of schooling.

- Transition from Home to School

The elementary level begins formalizing a child's learning experiences, and provides the link between the learning environments of the preschool years and the more structured environments of later schooling. The transition is gradual and progresses at different rates, depending on the unique characteristics of each student.

- Expanding Horizons

The elementary level builds upon the foundation of knowledge, skills and attitudes children have acquired prior to school entry and expands their horizons. Thus, they develop the broad base of concepts, strategies and dispositions needed for later learning.

- Making Meaning from Experience

During the elementary school years, students learn to organize and make structured meaning from the raw data of their experiences. They acquire the ability to see how ideas are related and how experiences are interconnected.

More specifically, the elementary school program is designed to help students acquire a broad base of knowledge and skills, and the disposition to learn more. The goals of the elementary program are to assist students to:

- learn fundamental language and communication skills
- learn to think critically and creatively, and to acquire and apply problem-solving skills
- learn fundamental mathematical skills
- develop and expand their knowledge and view of the world, society and environment in which they live
- learn to access, acquire and process information in a variety of ways
- develop desirable personal characteristics and constructive relationships with others based on respect, trust, cooperation and compassion
- develop positive attitudes toward learning and their own capacity to learn
- develop resourcefulness and self-confidence
- develop a broad base of knowledge and skills in cultural and physical pursuits.

## PROGRAM ORGANIZATION

In implementing programs, school jurisdictions and schools are to develop methods of organization and program delivery that best meet the educational needs of their students. There are many different ways to organize that will enable students to attain the objectives of the program of studies.

The *Program of Studies: Elementary Schools* is a statement of what students are to learn, the knowledge, skills and attitudes that are to be developed across the elementary grade levels. In the program of studies, the scope of intended student outcomes is defined by subject areas, and the sequence by grade levels. The defined components include:

### Required Components

- language learning
- mathematics
- science
- social studies
- art
- music
- health
- physical education

### Optional Components

- drama
- computer literacy
- Blackfoot language and culture program
- Cree language and culture program
- French as a second language
- Ukrainian language arts

The Child Abuse Prevention Unit of the Elementary Health Program may be offered, but only if authorized by board motion.

## ORGANIZING TIME

Time is a valuable resource and its use requires careful planning. Various methods of scheduling can be used in order to:

- meet the diverse needs, abilities and interests of students

- ensure a balanced program
- accommodate school-wide sharing of space and resources.

While a number of provincial support documents mention recommended instructional time for different subject areas, the scheduling of instructional time is a local matter. School jurisdictions should ensure that sufficient time is provided for students to achieve the goals of the elementary program.

In planning elementary programs, the following recommended percentage time allocations are identified as a general guide. The actual times that may be required to meet the learning expectations in each subject area may vary from student to student.

### Grade 1 and Grade 2

Required Subjects	Percentage
Language Learning	30%
Mathematics	15%
Science	10%
Social Studies	10%
Fine Arts	10%
Health and Physical Education	10%
Time for other subjects (e.g., French, drama, religious instruction) or additional allocations to the required subjects listed above.	15%

**Note:** The listing of individual subjects and recommended times is not intended to signify that each subject must be presented separately. An integrated or interdisciplinary approach may be used. The percentages shown in the chart may be read as the emphasis to be given to each area.

### Grade 3 to Grade 6

Required Subjects	Percentage
Language Learning	25%
Mathematics	15%
Science	15%
Social Studies	10%
Fine Arts	10%
Health and Physical Education	10%

Time for other subjects (e.g., French, drama, religious instruction) or additional allocations to the required subjects listed above.	15%
---	-----

**Note:** The listing of individual subjects and recommended times is not intended to signify that each subject must be presented separately. An integrated or interdisciplinary approach may be used. The percentages shown in the chart may be read as the emphasis to be given to each area.



# LEARNING RESOURCES

## POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

## LEARNING RESOURCE CATEGORIES

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by students or teachers to facilitate learning and teaching. Many learning resources, both publisher developed and teacher made, are available for use in implementing elementary programs. Decisions about the selection and use of resources are a local matter and should take into account the students' skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

### Basic Student Learning Resources

Basic student learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives, video.

In exceptional circumstances, a teacher resource may be given basic status.

### Support Student Learning Resources

Support student learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas or programs, as outlined in the provincial programs of study.

### Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education, such as teacher resource manuals (TRMs), diagnostic programs and monographs, are authorized by definition.

## AVAILABILITY

Most authorized resources are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Resources are listed in the Learning Resources Distributing Centre's *Buyers Guide*.

## SECTIONS OF THE PROGRAM OF STUDIES

Each component of the program of studies is divided into four sections. For components authorized prior to 1993, the four sections are as follows:

### A. Program Rationale and Philosophy

This section outlines the basic beliefs and fundamental principles that form the foundation of each component.

### B. General Learner Expectations

This section states, in broad terms, what students should know and be able and willing to do as a result of their learning.

### C. Specific Learner Expectations

This section indicates the scope of student learning encompassed by each component of the program, and it identifies the specific competencies that students should demonstrate at each grade level.

### D. Basic Learning Resources

Herein are listed those student and teacher materials that have been authorized as basic to implementation. Authorization does not require their use in program delivery.

### C. Curriculum Standards

#### i. Specific Learner Expectations

This subsection indicates the scope of student learning encompassed by each component of the program, and it identifies the specific competencies for each grade level.

#### ii. Illustrations of Student Performance

This subsection provides examples of student performance that demonstrate achievement of specific learner expectations. In some cases, the exemplars may be developed in videotape or other formats, and will be provided as supplements to the program of studies.

### D. Basic Learning Resources

Herein are listed those student and teacher materials that have been authorized as basic to implementation. Authorization does not require their use in program delivery.

For those components of the program of studies authorized in 1993 and subsequent years, the four sections are as follows:

### A. Program Rationale and Philosophy

This section outlines the basic beliefs and fundamental principles that form the foundation of each component.

### B. General Learner Expectations

This section states, in broad terms, what students should know and be able and willing to do as a result of their learning.

## INTERDISCIPLINARY STUDY

Much of human knowledge defies singular categorization. As children are developing their understanding of the world, and as they are developing their thinking skills, they are usually using, at one and the same time, what they know from across several subject areas. The division of knowledge into subject area categories is used in the program of studies for the convenience of communication. Rarely will the students' learning be isolated in such a way. More frequently, their learning will be interdisciplinary and integrated.

There are two main ways in which the program of studies may be integrated when developing instructional plans. First, skills may be applied across all subject areas. Second, many of the subject areas are organized around themes that are very similar in content.

The following learning resources are intended to support learning across disciplines.

### BASIC STUDENT INTERDISCIPLINARY RESOURCES

#### Computer Software

*Appleworks*. Version 3.0. Apple Computers.  
[Grade levels 1–6]

*Bank Street School Filer*. Sunburst Communications, 1986.  
[Grade levels 4–6]

The following basic student references are listed according to the grade level of language required for effective use of the resource.

#### Pictionaries and Dictionaries

*My First Word Book*. Scholastic, 1990.  
[Pre-grade level 1]

*Canadian Picture Dictionary*. Houghton Mifflin, 1991.  
[Pre-grade level 1, Grade level 1]

*Canadian Primary Dictionary*. Houghton Mifflin, 1991.  
[Grade levels 1, 2]

*Canadian Children's Dictionary*. Houghton Mifflin, 1990.  
[Grade levels 3, 4, 5]

*Canadian Dictionary for Children*. Collier Macmillan, 1984.  
[Grade levels 3, 4, 5]

*Gage Junior Dictionary*. Gage, 1985.  
[Grade levels 3, 4, 5]

*Canadian Dictionary for Schools*. Collier Macmillan, 1981.  
[Grade level 6]

#### Thesauri

*My First Thesaurus*. Nelson Canada, 1989.  
[Grade levels 2, 3]

*Young Canada Thesaurus*. Nelson Canada, 1988.  
[Grade levels 3, 4, 5]





## B. GENERAL LEARNER EXPECTATIONS

### BEGINNING LEVEL

Global Learner Expectations	General Learner Expectations																		
Based on their life experiences, <i>learners will be able to:</i>	Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:																		
<b>Experience/</b> ... participate in various language experiences that will enable them to ...	<ul style="list-style-type: none"><li>engage in language experiences dealing with:<table><tr><td><b>Beginning 1</b></td><td><b>Beginning 2</b></td><td><b>Beginning 3</b></td></tr><tr><td>School</td><td>Community</td><td>Activities</td></tr><tr><td>People around us</td><td>Clothing</td><td>Vacations</td></tr><tr><td>Weather</td><td>Exercise</td><td>Fine arts</td></tr><tr><td>Animals</td><td>Food</td><td>Trades and professions</td></tr><tr><td>Holidays and celebrations</td><td>Housing</td><td>Hygiene and safety</td></tr></table></li><li>and other fields that relate to their needs and interests</li></ul>	<b>Beginning 1</b>	<b>Beginning 2</b>	<b>Beginning 3</b>	School	Community	Activities	People around us	Clothing	Vacations	Weather	Exercise	Fine arts	Animals	Food	Trades and professions	Holidays and celebrations	Housing	Hygiene and safety
<b>Beginning 1</b>	<b>Beginning 2</b>	<b>Beginning 3</b>																	
School	Community	Activities																	
People around us	Clothing	Vacations																	
Weather	Exercise	Fine arts																	
Animals	Food	Trades and professions																	
Holidays and celebrations	Housing	Hygiene and safety																	
<b>Communication</b> ... express, in French, their experiences, ideas and feelings and understand those of other learners while interacting with interlocutors in various situations ...	<ul style="list-style-type: none"><li>understand a series of simple oral and written statements in a given controlled or structured context</li><li>express their communicative intent by producing simple oral and written messages of at least two or three statements in a given controlled or structured context</li></ul>																		
<b>Culture</b> ... seek information on and understand different aspects of francophone cultures in Canada and elsewhere with a view to broadening their awareness of such cultures and more effectively interpreting them ...	<ul style="list-style-type: none"><li>identify the presence of francophone individuals and groups and concrete facts about francophone culture at the local, provincial, regional and national levels</li></ul>																		
<b>Language</b> ... understand and use the linguistic code, which encompasses the sound-symbol system, vocabulary, grammar and discourse features, to fulfill their communicative intents in various situations ...	<ul style="list-style-type: none"><li>understand and use, orally and in writing, the sound-symbol system, vocabulary and word order in simple communications in the present tense</li></ul>																		

Global Learner Expectations	General Learner Expectations
<p><b>General Language Education</b>          . . . be aware of the nature of learning and its role in individual cognitive, socio-affective and metacognitive development.</p>	<ul style="list-style-type: none"> <li>• identify key words in a communication to develop tolerance of ambiguity (cognitive)</li> <li>• discover the language by establishing associations between words (cognitive)</li> <li>• develop the positive attitude of taking risks by voluntarily using their knowledge (socio-affective)</li> <li>• develop the ability to use selective attention (metacognitive).</li> </ul>

## INTERMEDIATE LEVEL

Global Learner Expectations	General Learner Expectations																		
Based on their life experiences, <i>learners will be able to:</i>	Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:																		
<b>Experience/</b> ... participate in various language experiences that will enable them to ...	<ul style="list-style-type: none"><li>engage in language experiences dealing with:<table><tr><td><b>Intermediate 4</b></td><td><b>Intermediate 5</b></td><td><b>Intermediate 6</b></td></tr><tr><td>Health and exercise</td><td>Close friends</td><td>World of work</td></tr><tr><td>Holidays and celebrations</td><td>Fashion</td><td>Trips, excursions or student exchanges</td></tr><tr><td>Clubs and associations</td><td>Social life</td><td>Money</td></tr><tr><td>Shopping</td><td>Outdoor activities</td><td>Role of the media</td></tr><tr><td>Senses and feelings</td><td>Advertising</td><td>Conservation and the environment</td></tr></table></li><li>and other fields that relate to their needs and interests</li></ul>	<b>Intermediate 4</b>	<b>Intermediate 5</b>	<b>Intermediate 6</b>	Health and exercise	Close friends	World of work	Holidays and celebrations	Fashion	Trips, excursions or student exchanges	Clubs and associations	Social life	Money	Shopping	Outdoor activities	Role of the media	Senses and feelings	Advertising	Conservation and the environment
<b>Intermediate 4</b>	<b>Intermediate 5</b>	<b>Intermediate 6</b>																	
Health and exercise	Close friends	World of work																	
Holidays and celebrations	Fashion	Trips, excursions or student exchanges																	
Clubs and associations	Social life	Money																	
Shopping	Outdoor activities	Role of the media																	
Senses and feelings	Advertising	Conservation and the environment																	
<b>Communication</b> ... express, in French, their experiences, ideas and feelings and understand those of other learners while interacting with interlocutors in various situations ...	<ul style="list-style-type: none"><li>understand the meaning of an oral or written text on familiar topics in mainly structured situations, in addition to some unstructured situations</li><li>express their communicative intent based on the communicative task, orally and in writing, by producing a series of connecting ideas, usually prepared in advance and, on occasion, spontaneously</li></ul>																		
<b>Culture</b> ... seek information on and understand different aspects of francophone cultures in Canada and elsewhere with a view to broadening their awareness of such cultures and more effectively interpreting them ...	<ul style="list-style-type: none"><li>describe some facets of francophone cultures by identifying and researching the similarities and differences between the culture of their community and francophone cultures at local, provincial, regional, national and international levels</li></ul>																		
<b>Language</b> ... understand and use the linguistic code, which encompasses the sound-symbol system, vocabulary, grammar and discourse features, to fulfill their communicative intents in various situations ...	<ul style="list-style-type: none"><li>understand and use the sound-symbol system, vocabulary, and word and sentence order in simple and complex oral and written communications, especially in the present and future tenses, and occasionally in the past tense</li></ul>																		

Global Learner Expectations	General Learner Expectations
<p><b>General Language Education</b>          . . . be aware of the nature of learning and its role in individual cognitive, socio-affective and metacognitive development.</p>	<ul style="list-style-type: none"> <li>• identify the main message in a communication to develop tolerance of ambiguity (cognitive)</li> <li>• discover the language by using non-verbal clues or other aids extraneous to the text (dictionaries, graphs, illustrations) to assist in the comprehension or production of a communication (cognitive)</li> <li>• take risks by accepting that mistakes are a part of language learning (socio-affective)</li> <li>• develop an individual learning plan regarding a particular task (metacognitive).</li> </ul>



### C. SPECIFIC LEARNER EXPECTATIONS

## BEGINNING LEVEL

Component	Beginning 1	Beginning 2	Beginning 3
Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:			
<b>Experience/</b>	<ul style="list-style-type: none"> <li>engage in various language experiences in the following fields:               <ul style="list-style-type: none"> <li>school</li> <li>people around us</li> <li>weather</li> <li>animals</li> <li>holidays and celebrations</li> </ul> </li> <li>and other fields that relate to their needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>engage in various language experiences in the following fields:               <ul style="list-style-type: none"> <li>community</li> <li>clothing</li> <li>exercise</li> <li>food</li> <li>housing</li> </ul> </li> <li>and other fields that relate to their needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>engage in various language experiences in the following fields:               <ul style="list-style-type: none"> <li>activities</li> <li>vacations</li> <li>fine arts</li> <li>trades and professions</li> <li>hygiene and safety</li> </ul> </li> <li>and other fields that relate to their needs and interests</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>understand the meaning of a series of simple oral statements containing basic vocabulary and commonly used sentences</li> <li>express their communicative intent by orally producing simple and/or commonly used messages containing one or two statements in a structured context</li> </ul>	<ul style="list-style-type: none"> <li>understand the meaning of a series of simple oral or written statements using basic vocabulary and commonly used sentences</li> <li>express their communicative intent by producing, orally and in writing, simple and/or commonly used messages containing one or two statements in a structured context</li> </ul>	<ul style="list-style-type: none"> <li>understand the meaning of variations of simple oral or written statements and commonly used sentences</li> <li>express their communicative intent by producing, orally and in writing, simple messages by recombining two or three statements in a structured context</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>identify concrete facts that reveal the presence of francophone individuals and groups in their immediate surroundings</li> </ul>	<ul style="list-style-type: none"> <li>identify concrete facts that reveal the presence of francophone individuals and groups at the local, provincial and regional levels</li> </ul>	<ul style="list-style-type: none"> <li>identify concrete facts that reveal the presence of francophone individuals and groups at the provincial, regional and national levels</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>understand the sound-symbol system and vocabulary appropriate to simple oral messages in the present tense</li> <li>use, orally, the sound-symbol system related to vocabulary appropriate to the field of experience in the present tense, employing the following linguistic elements:</li> </ul>	<ul style="list-style-type: none"> <li>understand the sound-symbol system, vocabulary and word order appropriate to simple oral or written messages in the present tense</li> <li>use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense, and using the following linguistic elements:</li> </ul>	<ul style="list-style-type: none"> <li>understand the sound-symbol system, vocabulary and variations in word order appropriate to simple oral or written messages in the present tense</li> <li>use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense, and using the following linguistic elements:</li> </ul>

Component	Beginning 1	Beginning 2	Beginning 3
Language (continued)	INTRODUCTION <ul style="list-style-type: none"> <li>gender</li> <li>the plural of nouns</li> <li>definite and indefinite articles</li> <li>verbs, such as <i>avoir</i>, <i>être</i>, <i>faire</i> and <i>aller</i> in the present tense, using the appropriate personal pronoun</li> <li>negative and affirmative sentences</li> <li>expressions with <i>avoir</i> and <i>faire</i> (<i>J'ai dix ans. Il fait froid.</i>)</li> <li>prepositions of place</li> <li>commonly used sentences</li> <li>cohesive elements at the word level (word connectors)</li> <li>commonly asked questions</li> </ul>	DEVELOPMENT	REFINEMENT
		INTRODUCTION <ul style="list-style-type: none"> <li>qualifying adjectives</li> <li>the imperative form (singular)</li> <li>possessive adjectives (<i>mon, ma, mes, ton, ta, tes, son, sa, ses</i>)</li> <li>-ER verbs in the present tense, using the appropriate personal pronoun</li> <li>the questions: <i>qu'est-ce que...?</i>, <i>qui...?</i>, <i>quand est-ce que...?</i>, <i>où est-ce que...?</i>, <i>quel...?</i></li> <li>the partitive</li> </ul>	DEVELOPMENT
			INTRODUCTION <ul style="list-style-type: none"> <li><i>vouloir</i>, <i>pouvoir</i> and <i>devoir</i> in the present tense, using the appropriate personal pronoun</li> <li>the questions: <i>comment est-ce que...?</i>, <i>combien est-ce que...?</i>, and <i>pourquoi est-ce que...?</i></li> <li>-IR and -RE verbs in the present tense, using the appropriate personal pronoun</li> <li>possessive adjectives (<i>notre, nos, votre, vos, leur, leurs</i>)</li> <li>the immediate future, using the appropriate personal pronoun</li> <li>the imperative form (all forms)</li> <li>the pronominal form; e.g., <i>Je me lève</i></li> </ul>

Component	Beginning 1	Beginning 2	Beginning 3
<b>General Language Education</b>	<ul style="list-style-type: none"> <li>● identify cognates in oral communications (cognitive)</li> <li>● associate gestures or illustrations with words, orally (cognitive)</li> <li>● articulate, voluntarily, statements that are presented (socio-affective)</li> <li>● identify, orally, with the teacher's assistance, key words needed to follow directions concerning a task (metacognitive).</li> </ul>	<ul style="list-style-type: none"> <li>● identify the meaning of words by their roots in oral and written communications (cognitive)</li> <li>● identify related words, orally and in writing (cognitive)</li> <li>● respond voluntarily to a statement or to aspects of non-verbal communication (socio-affective)</li> <li>● identify, orally and in writing, with the teacher's assistance, key words needed to follow directions concerning a task (metacognitive).</li> </ul>	<ul style="list-style-type: none"> <li>● identify the meaning of phrases, using the context (cognitive)</li> <li>● identify word families, orally and in writing (cognitive)</li> <li>● create, voluntarily, statements using words and commonly used sentences (socio-affective)</li> <li>● identify, orally and in writing, without teacher assistance, key words needed to follow directions concerning a task (metacognitive).</li> </ul>

## INTERMEDIATE LEVEL

Component	Intermediate 4	Intermediate 5	Intermediate 6
Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:			
<b>Experience/</b>	<ul style="list-style-type: none"> <li>engage in various language experiences in the following fields:                             <ul style="list-style-type: none"> <li>health and exercise</li> <li>holidays and celebrations</li> <li>clubs and associations</li> <li>shopping</li> <li>senses and feelings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>engage in various language experiences in the following fields:                             <ul style="list-style-type: none"> <li>close friends</li> <li>fashion</li> <li>social life</li> <li>outdoor activities</li> <li>advertising</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>engage in various language experiences in the following fields:                             <ul style="list-style-type: none"> <li>world of work</li> <li>trips, excursions or student exchanges</li> <li>money</li> <li>role of the media</li> <li>conservation and the environment</li> </ul> </li> </ul>
<b>Communication</b>	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> <li>understand the meaning of a series of interrelated ideas in oral or written texts dealing with a familiar topic in mainly structured situations, in addition to some unstructured situations</li> <li>express their communicative intent based on the communicative task, by producing, orally and in writing, a series of interrelated ideas, mostly prepared but sometimes spontaneously</li> </ul>	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> <li>understand the meaning of a fairly long series of interrelated ideas in oral or written sentences dealing with a familiar topic in both structured and unstructured situations</li> <li>express their communicative intent based on the communicative task, by producing, orally and in writing, a series of interrelated ideas, mostly prepared but sometimes spontaneously</li> </ul>	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> <li>understand the meaning of an oral or written text containing simple and complex ideas dealing with a variety of familiar topics in both structured and unstructured situations</li> <li>express their communicative intent based on the communicative task, by producing, orally and in writing, a prepared or spontaneous series of interrelated ideas</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>research and identify the similarities and differences between the culture of their community and francophone cultures at the local, provincial, regional or national levels</li> </ul>	<ul style="list-style-type: none"> <li>research and identify the similarities and differences between their own culture and francophone cultures at the national and international levels</li> </ul>	<ul style="list-style-type: none"> <li>research and identify similarities and differences between their own culture and international francophone cultures</li> </ul>

Component	Intermediate 4	Intermediate 5	Intermediate 6
<b>Language</b>	<ul style="list-style-type: none"> <li>understand the sound-symbol system, vocabulary and word order appropriate to simple oral or written texts in the present and future tenses</li> <li>use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present tense, occasionally in the future tense, and use the following linguistic elements:</li> </ul>	<ul style="list-style-type: none"> <li>understand the sound-symbol system, vocabulary and sentence order appropriate to simple oral or written texts in the present, future and past tenses</li> <li>use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present tense and the future tense, occasionally in the past tense, and use the following linguistic elements:</li> </ul>	<ul style="list-style-type: none"> <li>understand the sound-symbol system, vocabulary and sentence order appropriate to simple and complex oral or written texts in the present, future and past tenses</li> <li>use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present and the future tense, occasionally in the past tense, and use the following linguistic elements:</li> </ul>

<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>the comparative</li> <li>expressions with the verb <b>faire</b></li> <li>questions using inversion</li> <li>adverbs and adverbial expressions</li> <li>emphatic pronouns</li> <li>cohesive elements at the sentence level</li> </ul>	<b>DEVELOPMENT</b>	<b>REFINEMENT</b>
	<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>the superlative</li> <li>direct object pronoun (with present tense verbs)</li> <li>indirect object pronoun (with present tense verbs)</li> <li>the <b>passé composé</b>/the <b>imparfait</b> (without necessarily discriminating between <b>passé composé</b> and <b>imparfait</b> usages)</li> </ul>	<b>DEVELOPMENT</b>
		<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>the simple future</li> <li>the pronouns <b>y</b> and <b>en</b>, and the direct and indirect object pronouns as used in authentic discourse</li> <li>the direct object (in the tense used)</li> <li>the indirect object (in the tense used)</li> <li>all interrogative pronouns</li> <li>the present conditional</li> </ul>



Component	Intermediate 4	Intermediate 5	Intermediate 6
<b>General Language Education</b>	<ul style="list-style-type: none"> <li>● determine the meaning of key words (subject, action) in a communication (cognitive)</li> <li>● use illustrations or non-verbal clues to facilitate understanding of a communication (cognitive)</li> <li>● accept that errors are a normal part of learning (socio-affective)</li> <li>● identify individual needs with respect to the task at hand by defining the problem and establishing objectives (metacognitive).</li> </ul>	<ul style="list-style-type: none"> <li>● formulate hypotheses about key points (cognitive)</li> <li>● use a dictionary to find the meanings of words (cognitive)</li> <li>● correct, willingly, errors pointed out by someone else (socio-affective)</li> <li>● select strategies among various choices appropriate to the task at hand, using questioning as a basis for individual learning (metacognitive).</li> </ul>	<ul style="list-style-type: none"> <li>● formulate hypotheses about communicative intents (cognitive)</li> <li>● develop and use their own reference materials (cognitive)</li> <li>● correct their own errors when they are aware of them (socio-affective)</li> <li>● evaluate the execution of the learning plan (metacognitive).</li> </ul>

## D. BASIC LEARNING RESOURCES

### Beginning Level

#### ECS to Grade 3

Courtrel, Claudine et al. *Petit Dimoitou*.  
Montreal, PQ: Centre éducatif et culturel,  
inc., 1990.

Courtrel, Claudine and Murielle Mckinley.  
*Dimoitou 1*. Montreal, PQ: Centre éducatif  
et culturel, inc.

ISBN 2761702409 [Book 1, 1984]  
2761702891 [Book 2, 1985]

Courtrel, Claudine and Denise Amyot.  
*Dimoitou 2*. Montreal, PQ: Centre éducatif  
et culturel, inc.

ISBN 2761703626 [Book 1, 1987]  
276170391X [Book 2, 1987]

Courtrel, Claudine and Marthe Comeau.  
*Dimoitou 3*. Montreal, PQ: Centre éducatif  
et culturel, inc.

ISBN 2761704258 [Book 1, 1987]  
2761705343 [Book 2, 1988]

#### Grade 4 to Grade 6

Clarke, Anne Burrows, Gail S. Leder and Rauda  
M. Rautins. *Aventures 1*. Toronto, ON:  
Copp Clark Pitman Ltd., 1986.

ISBN 0773016929

\_\_\_\_\_. *Aventures 2*. Toronto, ON:  
Copp Clark Pitman Ltd., 1987.

ISBN 077304356X

\_\_\_\_\_. *Aventures 3*. Toronto, ON:  
Copp Clark Pitman Ltd., 1988.

ISBN 0773045554

Nemi, Monique, Scott Merrick and Paula  
Preston. *Bienvenue 1: Clic!* Scarborough,  
ON: Prentice-Hall Canada, Inc., 1988.

ISBN 0130770256

Nemi, Monique and Bernard Lecerf.  
*Bienvenue 2: On démarre!* Scarborough,  
ON: Prentice-Hall Canada, Inc., 1988.

ISBN 0130772801

\_\_\_\_\_. *Bienvenue 3: C'est parti!*  
Scarborough, ON: Prentice-Hall Canada,  
Inc., 1989.

ISBN 0130774219

### Intermediate Level

#### Grade 4 to Grade 6

Courtrel, Claudine and Murielle Mckinley.  
*Chouette 1*. Montreal, PQ: Centre éducatif et  
culturel, inc., 1990.

ISBN 2761705602



## D. BASIC LEARNING RESOURCES

*Siksika Blackfoot Language Series.* Gleichen,  
AB: The Siksika Nation, 1993.

ISBN 189585010X [Book 1]  
1895850118 [Book 2]  
1895850126 [Book 3]  
1895850134 [Book 4]  
1895850150 [Level I Teacher's Guide]

*Siksika Old Stories*

ISBN 1895850142





## D. BASIC LEARNING RESOURCES

Weber-Pillwax, C. *Billy's World*. Cree language version. Edmonton, AB: Reidmore Books, 1991.

ISBN 0919091737



## D. BASIC LEARNING RESOURCES

Bornhold, D. L. et al. *Starting Points in Mathematics*. Scarborough, ON: Ginn and Company, 1981.

[six textbooks, 1 to 6]

Bye, M. P. *Holt Mathematics System*. Toronto, ON: Holt, Rinehart and Winston, 1980.

[six textbooks, Grade 1 to Grade 6]

Coombs, Betty and Lalie Harcourt. *Explorations 1*. Don Mills, ON: Addison-Wesley Publishers Limited, 1986.

ISBN 0201191121

Coombs, Betty et al. *Explorations 2*. Don Mills, ON: Addison-Wesley Publishers Limited, 1987.

ISBN 0201192241

Fullerton, O. *Mathways*. Second edition. Toronto, ON: Copp Clark-Pitman, 1980.

[six textbooks, 1 to 6]

Harcourt, Lalie. *Explorations for Early Childhood*. Don Mills, ON: Addison-Wesley Publishers Limited, 1988.

ISBN 0201191607

Harcourt, Lalie and Ricki Wortzman. *Early Explorations in Mathematics and Science*. Don Mills, ON: Addison-Wesley Publishers Limited, 1992.

ISBN 0201555018

Kelleher, Heather J. *Mathworks: Book A*. Toronto, ON: Houghton Mifflin Company, 1992.

ISBN 0395426839

\_\_\_\_\_. *Mathworks: Book B*. Toronto, ON: Houghton Mifflin Company, 1992.

ISBN 0395426847

Kelleher, H. J. et al. *Houghton Mifflin Mathematics*. Markham, ON: Houghton Mifflin Canada, 1982.

[workbooks 1 and 2, textbooks 3 to 6]

Kelly, Brendan et al. *MathQuest Three*. Don Mills, ON: Addison-Wesley Publishers Limited, 1986.

ISBN 0201193000

\_\_\_\_\_. *MathQuest Four*. Don Mills, ON: Addison-Wesley Publishers Limited, 1986.

ISBN 0201194007

\_\_\_\_\_. *MathQuest Five*. Don Mills, ON: Addison-Wesley Publishers Limited, 1987.

ISBN 0201195003

\_\_\_\_\_. *MathQuest Six*. Don Mills, ON: Addison-Wesley Publishers Limited, 1987.

ISBN 020119600X



Grade and Topic	Title	Publisher
3A	Learning resource(s) not required.	
3B	Kanata Series: <i>Links Between Canadian Communities</i> [Redeveloped Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers Ltd.
3C	Cultural Communities Series <i>Canadian Ways</i>	Globe/Modern Curriculum Press
3C	Kanata Series: <i>Special Canadian Communities</i> [Redeveloped 3C Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers Ltd.
3C	Native Education Series <i>The Land of the Bloods</i>	Plains Publishing Inc.
4A	Alberta Geography Series [Media Kit]	National Film Board
4A, B, C	Alberta Wall Map — Division Two	Hosford Publishing
4B	<i>Albertans: Past, Present, Future</i> [Redeveloped Text, Teacher Guide] [Original Media Kit]	Weigl Educational Publishers Ltd.
4B	Native Education Series <i>Alberta's Metis People of the Western Prairie</i>	Reidmore Books
4B	Native Education Series <i>Annette's People: The Metis</i>	Plains Publishing Inc.
4C	<i>Fellow Canadians</i>	Plains Publishing Inc.
4C	A Quebec Experience <i>Our Province, Alberta</i> [supplement]	Arnold Publishing Ltd.
5A	<i>Canada: Its Land and People</i> Teacher's Edition, <i>Canada: Its Land and People</i>	Reidmore Books
5A	Canada Media Kit	National Geographic Society
5B	Kanata Series: <i>Early Canada</i> [Redeveloped Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers Ltd.
5C	<i>Canada's Links</i>	Plains Publishing Inc.
5C	<i>Canadian Connections</i>	Reidmore Books
5C	<i>Links: Canada's Connections with Britain, France and the United States</i>	Globe/Modern Curriculum Press



Grade and Topic	Title	Publisher
6A	<i>Politics and You</i> Teacher's Guide, <i>Politics and You</i>	Nelson Canada
6A	<i>The Structure of Government</i> [Media Kit]	Globe/Modern Curriculum Press
6A	Native Education Series <i>Winds of Change: Indian Government</i>	Reidmore Books
6A	<i>Working for Canadians: A Study of</i> <i>Local, Provincial and Federal</i> <i>Government</i>	Prentice-Hall Canada Inc.
6B	<i>Greece: Discovering the Past</i>	Reidmore Books
6B	<i>Life in Ancient Greece</i>	Plains Publishing Inc.
6B	Peoples of the Past Series <i>The Greeks</i>	Macdonald Educational Ltd.
6C	<i>China: Our Pacific Neighbour</i>	Reidmore Books
6C	<i>Life in Changing China</i> Teacher Manual, <i>Life in Changing</i> <i>China</i>	Arnold Publishing Ltd.

#### ATLASES

Div. 1 Div. 2	<i>Nelson Canadian Atlas</i>	Nelson Canada
Div. 2	<i>Canadian Oxford Intermediate Atlas</i>	Oxford University Press
Div. 2	<i>Nelson Intermediate Atlas</i>	Nelson Canada
Div. 2	<i>Nelson World Atlas</i>	Nelson Canada

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